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Reports from the Classical Field

It is the purpose of this department to keep the readers of the *Journal* informed of events and undertakings in the classical field, and to make them familiar with the varying conditions under which classical work is being done, and with the aims and experiences of those who are in one way or another endeavoring to increase its effectiveness. The success of the department will naturally depend to a great extent on the co-operation of the individual readers themselves. Every one interested in the *Journal* and in what it is trying to do is therefore cordially invited to report anything of interest that may come to his notice. Inquiries and suggestions will also be useful in directing the attention of the editors to things which may otherwise escape their notice. Communications should be addressed to J. J. Schlicher, 1811 N. Eighth Street, Terre Haute, Ind.

Connecticut Section of the Classical Association of New England.—The first meeting of this section was held in the new Humanities Building at Wesleyan University, Middletown, Conn., May 19, with Professor E. P. Morris, of Yale, as chairman. A committee of three, to attend to the executive work of this section of the association, was provided for, and plans were made for two meetings annually. The programme was as follows:

“The Aim in Teaching Virgil” (Miss Cole, Hartford.)

“Homeric Cosmology and Geography.” (Professor Seymour, Yale Univ.)

“What Should Be Accomplished in First-Year Latin?” (Miss Lincoln, Middletown.)

“Qualitative Change in pre-Socratic Philosophy.” (Professor Heidel, Wesleyan University.)

“The Teaching of Latin Composition.” (Mr. Moulton, Hartford, and Mr. Barss, Hotchkiss School.)

“What Part May the Lantern Wisely Play in Classical Instruction?” (Professor Harrington, Wesleyan University.)

“How Much Greek Composition Is Advisable in a College Preparatory Course?” (Mr. Morrison, Hartford.)

Classical Club of Philadelphia.—The sixty-sixth regular meeting of this society was held at the University Club, on Friday evening, April 27. There were twenty-six members present, the president, John C. Rolfe, in the chair. Professor J. Irving Manatt, of Brown University, gave an excellent address on the recent excavations in Crete, and their bearing on the Homeric story. Officers for the ensuing year were elected as follows: president, E. A. Schnabel; vice-president, H. N. Sanders; secretary and treasurer, B. W. Mitchell.

High-School Latin, 1894-1904.—An article by Edwin G. Dexter, in a recent number of the *School Review*, shows to what extent the recommendations of the Committee of Ten have been adopted. Four recommendations were made

in Latin: (1) a full four-year course in Latin; (2) the use of an introductory reading-book before Caesar; (3) the discontinuance of the study of Virgil's *Bucolics*; (4) that if Cicero is read before Virgil, only the Catiline orations be read then; next Virgil's *Aeneid*, and later the more difficult orations of Cicero.

The writer of the article investigated 80 schools in 1894 (East 35, Middle West 25, South 10, Far West 10), and 160 schools in 1904 (East 49, Middle West 46, South 30, Far West 35), with the following result:

	1894	1904
Four-year course	46%	80%
Three-year course	42	20
Two-year course	12	0
Introductory reading-books	10	44
<i>Bucolics</i>	26	16
Cicero, Virgil, Cicero	25	17
Cicero, Virgil	38	70
Virgil, Cicero	32	13

The Sophomore Play at Beloit College.—The evening of May 9 witnessed the twentieth annual performance of a classical play at Beloit College. Each year the sophomores of the institution have made a metrical translation of some Greek play, and for nineteen years without interruption have presented their version in public. More recently the sophomore Latin students also have taken up the custom of making a metrical version each year, and this year, when a Greek play was not given, they have in their turn presented their version of the *Captives*. The Greek plays presented at the preceding performances are the *Electra*, *Antigone*, and *Oedipus Rex* of Sophocles, the *Alcestis*, *Electra*, *Iphigenia at Aulis*, and *Iphigenia among the Taurians* of Euripides, and the *Frogs* of Aristophanes.

This unique custom was started by Mr. Joseph Emerson, for fifty years professor of Greek at Beloit. The first performance, simple and unpretentious, was given in a private house. The performers, standing in fixed positions, scarcely attempted any real acting. The second play was more elaborate, and was presented in a grove near Beloit. From that time the performances have taken place in the college auditorium or the opera house, and the stage, costumes, and music have received full attention. The sophomore Greek students have generally undertaken these plays, but occasionally the whole Greek department has united its forces for an especially strong rendition. In all cases the students have used their own translations in English verse, which have for the past ten years been printed in libretto form.

The play this year was entirely in the hands of the sophomore Latin students, who furnished all the actors and assumed full financial responsibility. Fortunately, all the rich and varied costumes used in the Greek plays during the past few years were at their disposal. As the *Captives* is Greek in character, these costumes could be used with entire satisfaction. Thus much expense and hard work was saved. The stage was constructed as nearly as possible according to the directions given in the various editions of the play.

The entire play was given, and a chorus was introduced besides—an innovation which needs to be explained. The choruses in the Greek plays had always added greatly to the spectacular effect, and it was thought, quite naturally, that a Latin play with no chorus at all would suffer in comparison. Choruses in keeping with the trend of the play, especially when well sung, agreeably relieve the strain of a five-act performance without intermission or change of scenery. Accordingly, words were written by the instructor in Latin, and the music for these words as well as for the orchestral overture, the prologue, and some special scenes in the play, was composed by a member of the class. The chorus was composed of eight men and eight women in costume. It may be added that the whole was a strictly amateur production, as no professional services were enlisted for the purpose of drilling the actors.

The play was given in honor of Dr. Horace White, class of 1853, who came from New York City especially to see the performance. Dr. White, formerly editor of the *New York Evening Post*, is the translator of Appian's *Roman History* and a great lover of the classics. A brief address by him before the play began was a feature of the evening.

From beginning to end the performers and the audience were in complete sympathy with each other. The actors all carried their parts well, especially Hegio, Tyndarus, Aristophontes, and Ergasilus. When the tall, "lean and hungry" parasite, arrayed in the most striking and outlandish apparel, danced his "Highland Fling" in scene 3 of Act IV to the words

It's doomsday for bacon and judgment for ham;
I'll make the fat sizzle for it's cook that I am, etc.,

the audience gave round after round of applause. The clever acting of the frightened little *puer* with his up-to-date slang, and that of the head *lorarius*, were also thoroughly enjoyed.

The play was given before an audience of about five hundred, among them over a hundred and fifty high-school students from Beloit and nearby towns. The expenses were about one hundred dollars, including fifty-seven dollars for the libretto. The net proceeds for the Latin department were about ninety dollars.—F. E. CALLAND.

The Classical Gymnasium in America.—About the middle of the nineteenth century, when American scholars and students began to go to Germany in increasing numbers, a movement in the opposite direction was taking place which, though less well known, has been no less unique and effective in its way. About that time a large number of highly educated men came to this country, not so much to improve their material condition as to escape political and religious oppression. Under the leadership of their clergy—mostly university men—they at once set about to establish schools of higher learning, much as the Puritans had done two centuries before. Naturally, also, these schools were modeled after those of the fatherland, and as the English college was planted upon our eastern shores by the early settlers of New England, the classical gymnasium was established

by the various German and Scandinavian denominations who settled in the upper Mississippi Valley.

Fully developed institutions of this kind, like the Concordia Collegium at Fort Wayne, Ind., and the Concordia Gymnasium at Milwaukee, have a course of six years, the classes being named *Sexta* to *Prima*. Others have but four or five years, but the courses all resemble each other very much, and the spirit and aim of their work are essentially the same. The emphasis is everywhere laid upon Latin and Greek, while other branches occupy a somewhat subordinate place. There are no electives, except occasionally music or drawing, and every boy is put through the same intense and thorough drill. Most of these gymnasia are boarding-schools, and the boys, whose ages range from thirteen to twenty, almost without exception live in the dormitories. Even parents living in the town commonly prefer to have their boys room in the dormitories, in order to put them in touch as closely as possible with the school life.

As in their European prototypes, the pupils of these schools attend about twenty-eight to thirty recitations a week. These periods are divided among the various branches roughly as follows: classics 13, English 4, German 4, history 2, mathematics 3, natural science 2, religious instruction 2. The proportions vary a little, but not much, in different classes and in different schools. But in the two lowest classes, in which no Greek is taught, the allotment of time to the other branches is slightly higher.

To Latin seven recitations a week are devoted, as a rule, throughout the course. The work of the various classes is about as follows:

Sexta and *Quinta*.—A thorough drill in the regular and irregular forms of the various parts of speech, with the commonest principles of syntax, such as the accusative and infinitive, ablative absolute, and the gerundive constructions.

Quarta.—Nepos (12-15 *Vitae*) and Phaedrus; syntax of the cases.

Tertia.—Caesar's *Gallie War* and 1,500 lines of Ovid; syntax of the moods and tenses.

Secunda.—Livy and Virgil; phrases, periodic sentences, synonyms and idioms.

Prima.—Cicero, Tacitus, and Horace; stylistic work continued.

During the last four years, five hours a week are regularly devoted to the authors and two to prose composition.

Greek has six recitations a week from *Quarta* to *Prima* inclusive. The first two of these years are given to a thorough drill in the accidence and to prose composition, Xenophon's *Anabasis* being taken up toward the end of the second year, with the omission of the more difficult parts. In *Secunda* five hours are given to Xenophon and the *Odyssey*, and one hour to prose composition and a review of the grammar. In *Prima* the class reads the *Iliad*, a tragedy, and parts of other authors, such as Plato, Demosthenes, and Thucydides.

It is evident at a glance that much more time is spent upon the laying of a foundation than in our public high schools. But it is thought that the added

thoroughness is adequate compensation for this greater expenditure of time, and the facts bear out the theory. For Homer, Cicero, and other classics are read by the average *Prima* man with ease and pleasure, and without continual reference to a dictionary. The annotated editions in use give very little help in grammar, and confine themselves almost entirely to an explanation of the *Realien*. Some of our best universities have admitted graduates from these gymnasia to their postgraduate courses in Greek and Latin, and have found them prepared to do the work required.

The institutions are small, having about seven or eight instructors and 150 to 250 students each. The teachers are usually selected from such of their graduates as have shown marked ability along certain lines and have extended their education in some of the great universities of America or Germany. Very few of the schools have an endowment, so that they have to depend for their support upon tuition fees and contributions from the religious bodies to which they belong. While the work done by them has not been spectacular and has not attracted much attention outside their own circles, they have, nevertheless, within these limits, been a strong factor in keeping alive a love for the classical languages in America.—W. H. KRUSE.

James D. Meeker.—James Denman Meeker, master in Greek in the Hotchkiss School, Connecticut, died at Searsport, Maine, of typhoid fever, on August 1. Mr. Meeker was a graduate of the University of California, of the class of 1891. He was a teacher of Latin and Greek in the Berkeley (Cal.) High School from 1891 to 1895. During the next two years he held a university fellowship in the Yale Graduate School. In 1897 he came to the Hotchkiss School as master in Greek and Latin, succeeding to the headship of the Greek department on the death of the head master, Mr. E. G. Coy, in 1904. His wife, who was Miss Agnes Payzant, of Berkeley, Cal., and two children survive him.

Arthur F. Webster, 1859-1906.—Mr. Arthur F. Webster, teacher of Latin in the Hyde Park High School, Chicago, was stricken with apoplexy while teaching a class on Friday afternoon, September 7, and died the next morning. Mr. Webster was a son of the late Rev. James Webster, of Commerce, Mich. He was educated at Albion College and Johns Hopkins University, and joined the faculty of the Hyde Park school in 1891. He was a member of the Classical Association of the Middle West and South.

A Classical Library.—Mr. James D. Meeker, late teacher of Greek in the Hotchkiss School, left a valuable library of Greek texts and reference books. It is desired to dispose of these in the interest of his family. A mimeograph list with full description may be obtained by writing to J. E. Barss, Hotchkiss School, Lakeville, Conn.